

# Broadwood Primary School



## SEN Information Report

Last reviewed	September 2023
Next review date	September 2024

## **Broadwood Primary School SEN Information Report 2022-23**

### **Our school's approach to supporting pupils with SEND**

At Broadwood we will ensure each child meets their full potential and will experience a range of opportunities which will raise their aspirations. Through strong links with a range of partners, we will ensure children leave us having been taught to think, problem solve, work collaboratively, express themselves showing respect so they are capable, confident individuals. Our vision is to ensure outstanding outcomes for our children by 'working together to improve learning for all' which summarises our common values.

This document is to give families information about the variety of ways we support our children with special educational needs (SEN) to enable them to achieve their full potential. We provide a full range of educational and pastoral support to all and our aim is that children with SEN make very good progress. The information here is general; each child is an individual and will receive unique provision and resources where necessary. If you would like further information, or want to discuss anything, please contact our Inclusion Manager, Rachel Dangerfield, by email [Rachel.dangerfield@broadwoodprimary.co.uk](mailto:Rachel.dangerfield@broadwoodprimary.co.uk) or phone on 0191 2741684.

- **There are a number of reasons why a child may be identified as having SEN:**
- They are having significant difficulty with their learning and making far less progress than would be expected;
- They have a specific learning difficulty, for example dyslexia;
- They have emotional or mental health difficulties;
- They have difficulties with social communication and interaction;
- They have sensory and/or physical needs, for example a hearing impairment.
  
- **For all children at Broadwood Primary School who have an additional need we:**
- Recognise that the family is the expert on their child and work in partnership with them;
- Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning;
- Employ a fully qualified Special Educational Needs Co-ordinator (SENCo) to lead on SEN provision across the school;
- Assess and review the learning of our SEN children, using that information to inform future planning and teaching;
- Provide teaching assistants in class who work with SEN children and also, importantly, support other children so that the teacher has more opportunities to work with the SEN children;
- Have opportunities for regular meetings for teaching assistants with the SENCo, class teacher and external agencies to review children, interventions and resources and to adapt provision where necessary;
- Support our families with children with SEN, formally through review meetings. We also strive to create an ethos where families feel that they can approach us at any time they need advice or support. Families are also advised of other services and

organisations which may offer further advice and support. Mrs Stewart, our Pupil and Family Support Officer is also there to offer support, alongside our SENCo, to families of children with additional needs;

- • Seek advice from outside agencies to ensure each child's needs are fully identified and understood and to learn from specialists how best to support our SEN children. Our school also buys extra support from services, such as Educational Psychology, Speech and Language Therapy and SENDOS Motor Coordination support, to ensure we are providing the highest level of support possible for our pupils;
- Evaluate intervention groups and strategies on a termly basis;
- Regularly evaluate our teaching resources to ensure they are accessible to all SEN children
- Ensure our school activities and trips, as far as is possible, are accessible to all our SEN children;
- Hold review meetings with families for children with a higher level of SEN, each term. For children with a lower level of SEN, we will review their progress at our termly parents' evenings;
- Provide on-going SEN training and information for teachers and teaching assistants;
- Liaise closely with secondary schools at transition times to ensure SEN pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.

## **Catering for different kinds of SEND**

### **Cognition and learning**

- We access the expertise and advice of the Special Educational Needs Outreach Service (SENDOS) to ensure the needs of children are clearly identified
- We buy additional support from the Educational Psychology Service to support our pupils with SEN
- We work alongside the Local Authority SEN School Effectiveness Team to ensure that we are providing the support our SEN pupils require
- We provide small group support with a focus on literacy or numeracy skills, depending on need
- We use intervention programmes to improve literacy or numeracy skills - e.g. Lexia, Little Wandle and Direct Phonics, power of 2, toe by toe as well as bespoke interventions
- We provide resources to support children with specific needs - e.g. coloured overlays and reading rulers to help with reading for our dyslexic children
- Staff have had training from SENDOS through staff training as well as drop in sessions for professional dialogue

### **Communication and interaction (including ASD and speech and language and communication needs)**

- We use visual timetables in all classrooms to support children to understand what will happen and when
- If the child needs the visual timetable in a different way, we will provide this eg. on the table in the front of them or in a booklet to carry around
- We provide areas with reduced distractions and low stimulus
- We use social stories to help children learn how to approach different social situations

- We run small groups focusing on friendship
- We have a variety of resources available to use, depending on a child's sensory difficulties
- We use ICT as an aid to learning
- Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety and offer zones of regulation to support this
- We offer speech and language interventions which have been planned by speech and language therapy assistants
- We follow specific programmes such as Socially Speaking (KS2) and Time to Talk (KS1) to address social communication difficulties and ensure that good role models are included in these groups to help our SEN children progress in this area
- We run small group speech and language sessions, following recommended programmes and addressing individual targets
- We access the expertise and advice of the local authority Speech, Language and Social Communication team, Educational Psychology and the NHS Speech and Language Service
- We have training sessions for staff to increase their awareness of Speech, Language and Communication Difficulties and Autistic Spectrum Disorders
- Staff working with children with Autism have attended NAET training
- • Staff have had training on using Autism specific strategies such as Box Time

### **Social, emotional and mental health**

- We provide excellent pastoral care for our children
- We use different strategies to promote positive behaviour in our school and have clearly defined rewards and sanctions
- We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe
- We complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities • We put in place short term support for a child with a specific emotional need, for example, bereavement
- We run small group sessions with a focus on social skills
- We seek the expert advice and support of outside agencies, including the School Health Advisor and the Children and Young People's Service (CYPS)
- We buy in to Play therapy to offer support to children with social, emotional and mental health needs
- We work closely with parents to ensure that there is a consistent approach when managing challenging behaviour
- • We have had staff training on mental health and have a trained designated mental health lead to recognise the impact that this can have on children.

### **Sensory and/or physical needs**

- We provide support and practical aids where appropriate to ensure pupils can access the curriculum
- The children all have access to aids that will support motor coordination difficulties such as writing slopes or pencil grips
- We seek advice and guidance from school health for pupils with significant medical needs
- We run intervention sessions to improve pupil skills and buy into SENDOS Motor coordination to offer support to children who have ongoing difficulties with fine and gross motor skills
- Our SENDOS Motor Coordination support assistant works alongside school staff to enable further interventions to take place

- We run a programme in Reception/Year 1 called Jump Ahead (delivered by SENDOS) to address coordination difficulties as early as possible
- We request and act upon advice and guidance from the Newcastle Children's Vision Team and Hearing Impairment Team (Sensory Service)
- We adapt our teaching and use auditory resources for children with hearing impairment
- We enlarge resources and use appropriate visual aids for children with a visual impairment and children are given their own iPads to help access and enable resources to be enlarged
- When it is appropriate we use ICT to enhance pupil's access to the curriculum
- When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child
- There are entrances to school that allow wheelchair access and there is a lift in the building to gain access to the second floor
- Our school has a disabled toilet on each floor and in our Early Years Unit
- Our staff understand and apply the Medicine Policy
- LSA's have access to Level 1,2 3 HIARP training
- We buy into the Occupational Therapy Service who assesses and delivers intervention for both individual and group support

## **Key staff and expertise**

- Staff Qualifications, Training and Expertise within Broadwood Primary School
- SENDCO completed 'National Award for Special Educational Needs Co-ordination'
- Fully Qualified first aiders
- Mental Health Lead (qualified)
- 'Developing Good Autism Practice' training for teaching staff
- Learning Support Assistants with ASD awareness training
- Learning Support Assistants with training from Local Authority Early Years Team.
- Learning Support Assistant with ELKLAN Level 2 Speech and Language Qualification
- Learning Support Assistants trained to deliver Drawing and Talk Therapy
- Teaching and Support Staff trained to deliver Little Wandle phonics programme
- Teaching and Support Staff with BSL training
- Learning Support Assistant trained in PECS communication system
- Staff trained in use of Social Stories
- Learning Support Assistants trained to deliver Lego Therapy
- Dyslexia awareness training for all staff
- Speech and Language awareness and strategy training for teaching staff
- Positive Handling training for all staff
- One day per week support from an Occupational Therapist
- Supervision for staff from Clennell Education Solutions
- Educational Psychologist support within school regularly, for example, to support staff, for staff training or complete case work with children
- A fully trained Play therapist to support pupils
- Zone West teacher supports and works with children

Name of SENCO	Email address	Phone number
Rachel Dangerfield	Rachel.dangerfield@broadwoodprimary.co.uk	0191 2741684

## Identifying and assessing pupils with SEND

### Identification, Assessment, Planning and Review Arrangements

Broadwood follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole-school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils' (Teachers' Standards 2012).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. Parental concerns and observations also help to identify pupils who need support. A provision map/intervention map outlines all SEN support and is updated each term.

## Consulting with pupils and parents

### Parents

Broadwood has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parent Partnership Service information is also given. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. The Parent Support Advisor is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Help Plan (EHP) is used to coordinate support for children and their families who have a range of needs.

### Pupils

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision-making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. Broadwood holds regular pupil voice

within the school, this can be through specific subjects, outdoor play and learning, held by external visitors and through written reports at the end of the year.

## **Transition support**

Transition is carefully planned. In order to ensure successful transition to secondary the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school/setting through the review process.

## **Handling complaints**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the key worker/class teacher attempts to resolve matters, then if required the SENDCO and/or Head Teacher becomes involved.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

## **Local Offer**

If you have any concerns about your child's learning or wellbeing please speak to us. We will be happy to discuss things and work with you as we all seek to support your child in our school. Email Rachel Dangerfield: [office@broadwoodprimary.co.uk](mailto:office@broadwoodprimary.co.uk) or telephone 0191 273 5465.

### Useful Websites

Children and Families act 2014 Children and Families Act 2014 ([legislation.gov.uk](http://legislation.gov.uk))

- SEND Code of Practice Special educational needs (SEN) code of practice and regulations - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Newcastle Special Educational Needs and Disability Information and Advice Service [www.newcastlesendiass.co.uk/about-us](http://www.newcastlesendiass.co.uk/about-us)

- Newcastle Local Offer, Support services in Newcastle Newcastle Support Directory | Newcastle Support Directory
- Education Healthcare Plan <https://www.ipsea.org.uk/pages/category/education-health-and-care-plans>
- National Autistic Society <https://www.autism.org.uk/>
- Autism North East <https://autismnortheast.org.uk/>

Updated September 2023